

Lucas Grimm

## Peer Review: Praise/Question/Suggestion/Response

### Expectations

What is it you hope to gain from peer review today?

To find out if my paper flows nicely and my main points are addressed and supported.

### Plans

What practices might help you/your classmates attain those expectations?

Thoroughly read through the paper and give honest opinions and potential ideas.

### Procedure

For this peer review, groups of three will follow these steps:

1. Author: sets expectations; reads/explains CLUE aloud
2. Peers: write comments using rubric; share *praise/questions*
3. Author: asks *questions/responds* to peer comments
4. Peers: make *suggestions/respond* to author questions

Have you received comments about...?	Member1	Member2	Summarize those comments for yourself below
Thorough, specific use of details?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Have a stronger ending to my intro.
Organization of evidence?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Well organized and strong supporting details
Genre conventions <b>Problem</b> <b>Background</b> <b>Method</b> <b>Findings</b> <b>Conclusion</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Maybe not ask questions in my Background
Techniques discussed in class? 3 INs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Good use, used them well.

### Reflection

Now that you've received some comments, how will you address them when you revise your work?

I will try to add a little more detail, fix grammar, and make sure everything flows nicely

### Evaluation

Were your expectations met today? Why or why not?

Yes they were, my group worked hard and we all gave each other helpful feedback

Please fill out this chart for yourself to hand in with your final draft.

Criterion	Did you fulfill it? Explain how, and give an example.	
Arranged relevant details clearly to accomplish the purpose(s)?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/> Example: I had many supporting details in my background section and all were relevant to my topic
Used details thoroughly and specifically?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/> Example: I used many details and explained my data well.
Style and grammar match the models we read in class? (Problem, Background, Method, Findings, Conclusion)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/> Example: I used The problem, Background, method, Findings, Concl. correctly to my knowledge.
Used the composing practices we discussed in class? (3 INs: Introduce, INsert, INterpret)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/> Example: I used them correctly in the background and findings section
Implemented the feedback received from Dr. Sherry and my peers?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/> I stopped using "you" and change it with another word. I also included why I used the methods I did.

After revising your draft, please fill out the rubric below for your CLUE project:

Criterion/Grade	4.0	3.0	2.0	1.0
Organization: arranges relevant details clearly to accomplish purpose(s)	✓	•		
Content : uses details thoroughly and specifically to make point(s)	✓			
Conventions: style and grammar match the models read in class	✓			
Technique: uses composing practices discussed in class	✓			

A 4.0 is... Relevant details selected and clearly arranged to make point(s)  
Details used thoroughly and specifically to make point(s)  
Style/grammar of genre(s) examined in class used appropriately for author's own purposes  
Composing techniques discussed in class are used appropriately for author's own purposes

A 3.0 is... Relevant details selected and arranged to make points  
Details used thoroughly or specifically to make point(s)  
Style/grammar of the genre(s) examined in class are used appropriately but mechanically  
Composing techniques discussed in class are used appropriately but mechanically

A 2.0 is... Details arranged to make point(s)  
Details used to make point(s)  
Style/grammar of the genre(s) examined in class are attempted but not always appropriate  
Composing techniques discussed in class are attempted but not always appropriate

A 1.0 is... Details do not seem relevant; arrangement unclear  
Lacks details; does not make point(s)  
Style/grammar of the genre(s) examined in class are not used  
Composing techniques discussed in class are not used